

1986

4-H 200 4-H Teen Organization

Follow this and additional works at: <http://digitalcommons.unl.edu/extensionhist>

"4-H 200 4-H Teen Organization" (1986). *Historical Materials from University of Nebraska-Lincoln Extension*. 4879.
<http://digitalcommons.unl.edu/extensionhist/4879>

This Article is brought to you for free and open access by the Extension at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Historical Materials from University of Nebraska-Lincoln Extension by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.



4-H TEEN ORGANIZATION



Issued in furtherance of Cooperative Extension work,
Acts of May 8 and June 30, 1914, in cooperation with the
U.S. Department of Agriculture, Leo E. Lucas, Director of
Cooperative Extension Service, University of Nebraska,
Institute of Agriculture and Natural Resources.



4-H TEEN ORGANIZATION

This material is part of a packet to support the organization and management of 4-H programming. The information is not available from other sources and is limited to the Nebraska 4-H Program. Each publication provides information on the roles, responsibilities, and operation for county use. We have written the materials to be consistent with the Cooperative Extension Service principle that good programming is based on a partnership model of participation by clients in decision making.

Included in the packet are:

- "4-H Council", outlining the responsibility for 4-H policy and long-range 4-H programming in the county.
- "Volunteers in Program Service", an adult leader action group for programming, conducting, training, etc., in the county program.
- "Teen Organization", outlining the roles and importance of teen inputs into the programming processes. It examines how teens have input into the county program as a teen organization, methods of representation on the County 4-H Council and

program cooperation with adult volunteers.

- "County Extension Agents 4-H Handbook" presents a view of the agents' responsibility to the total 4-H program. Specific roles to each of the above groups is defined.

One central point is important: the materials are based on our analysis of several methodologies, organizations and patterns research. The publications are **not** a prescription to correct all ills, **nor** are they a recipe that will guarantee success. Agent and adult leadership support must accompany the approaches. The materials present a program and a method for citizen involvement in decision making, group participation, and support to increase citizenship input into 4-H.

*William E. Caldwell, Assistant Director,
4-H & Youth Development
Virginia Gobi,*

*Donald D. Siffring,
Kenneth G. Schmidt,*

Extension Specialists, 4-H Youth Development

Acknowledgements:

Teens Take the Lead, a Northeast Publication

Leadership Life Skills, Southern Region Publication

4-H Teen Leadership, and Extension Agent's Guide, Arkansas Cooperative Extension

PURPOSE

The 4-H Teen Organization is vital to a strong program at the county and state levels. Quality programs and excellence are achieved by involving teens as partners in the program planning and execution. We believe:

1. Teens are a vital source of talent and energy to 4-H
2. Teens assume direct responsibilities in working with adults and make contributions to the resource talent bank
3. 4-H is only effective in teaching leadership to youth when young people are considered as partners with adults in the planning, design, implementation, and evaluation of programs.
4. Teens seek to learn and improve their leadership skills and abilities by working directly with younger members, peers, committees, and community groups.

Annually thousands of Nebraska youth participate in the 4-H educational programs designed to meet their personal needs, interests, and community needs. This rich heritage has continued for many years and continues to grow. Our societal role today is to strengthen and extend the program to other youth and to improve the quality of 4-H experiences.

WHAT WE BELIEVE ABOUT TEENS AND 4-H

The central concern of 4-H is youth development.

Four-H is an informal education program which emphasizes experiential learning techniques.

Teens should be involved through active participation in the relationships and events that affect their lives.

Youth need to develop and apply their capabilities.

Teens are a vital and vibrant resource of leadership and talent in the community.

Teen volunteers are an essential and valuable resource in communities.

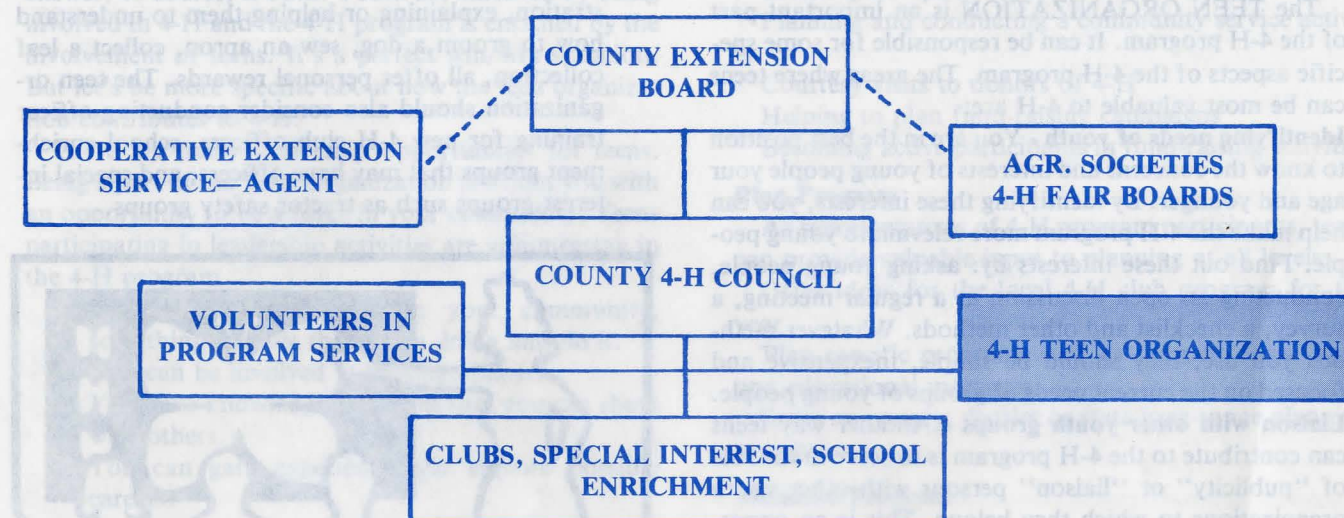
Participation in the planning and involvement with adults offer opportunities to practice leadership and self-actualize leadership skills.

Relationship building is the key.

Four-H fosters opportunities for adults to work and learn with young people in peer and co-worker relationships.

Through involvement and support, teens become increasingly able to function as effective participants in planning and conducting programs.

Figure 1. County 4-H Organizations.



The 4-H TEEN ORGANIZATION is part of a **team** working with Cooperative Extension Service staff to develop and conduct 4-H programs. As a member of this staff resource, you can (1) represent other youth in the community, (2) help other youth via project support, teaching demonstration assistance, etc., (3) recommend or establish educational programs that facilitate effective teen programming, and (4) serve as a volunteer staff within 4-H and the community.

The mission of 4-H clearly includes all of these areas and is focused with one major objective: "Four-H provides learning experiences to help youth develop skills needed for personal success and effective performance in society." NOTE: Significant others in our team.

As a member of the teen organization (Figure 1.) you would not only represent the teens, but facilitate inputs from clubs, special interest groups and school enrichment. These suggestions, ideas, etc. should be forwarded to the 4-H Council which is responsible for 4-H policy.

Another major group working as a member of the team is the **Volunteers in Program Services** and/or the volunteer leaders group in your community. In general, the leader group concentrates on programs related to volunteer leadership development. They may offer educational activities and events, they may schedule subject-matter programs for leaders and teens, etc., or they may offer some type of county, multi-community programs such as gun or tractor safety, youth lawn employment programs, child-sitting programs, etc. Regardless of the programs, the goals are to strengthen

skills, use talent and increase the personal leadership capabilities of people. Many county 4-H activities are planned and conducted jointly by the team.

The **County 4-H Council** is the policy-making group for 4-H programs. It provides leadership, coordination, and resource development for 4-H program efforts with the Extension Board.

The **Extension Board** is legally responsible for the total Extension program including 4-H, Home Economics, Community Development and Agriculture. The board, in its responsibility, works with each unit of Extension programs, the Extension Agents and other organizations and agencies in the community. Basic decisions, recommendations for programs, etc., go from the Teen Organization to the 4-H Council to the Extension Board. Therefore, your representatives meeting with these groups need to be well-informed, have good presentation skills, and be supported by the organization and parents.

THE OPPOSITE IS TRUE

The program planning, policy-making, events and activities usually start at the level mentioned above. However, the process can and does operate in the reverse. The Extension Board may at times have a particular goal, event or activity needed to be accomplished. In these cases, they could request individual teen volunteers or the teen organization to help.

Teamwork is like effective community — it works in both directions.

TEEN ORGANIZATION CONTRIBUTION TO THE 4-H PROGRAM

The TEEN ORGANIZATION is an important part of the 4-H program. It can be responsible for some specific aspects of the 4-H program. The areas where teens can be most valuable to 4-H are:

Identifying needs of youth - You are in the best position to know the concerns and interests of young people your age and younger. By identifying these interests, you can help make the 4-H program more relevant to young people. Find out these interests by: asking young people, conducting an open discussion at a regular meeting, a survey, a checklist and other methods. Whatever methods you use, they should be simple, inexpensive and focused on the current needs of groups of young people.

Liaison with other youth groups - Another way teens can contribute to the 4-H program is to serve in the role of "publicity" or "liaison" persons with other youth organizations to which they belong. This is an opportunity for teens to be effective in getting groups in a community to work together.

Outreach with peers - You can help other teens in your community share in the benefits of 4-H by "recruiting" them. You do this best when you are involved in challenging and fun activities you talk about. When you are interested and enthusiastic about what you and your group are doing, you let others know about something they could do, too. An added benefit to the 4-H program is the "publicity" you provide to the entire community.

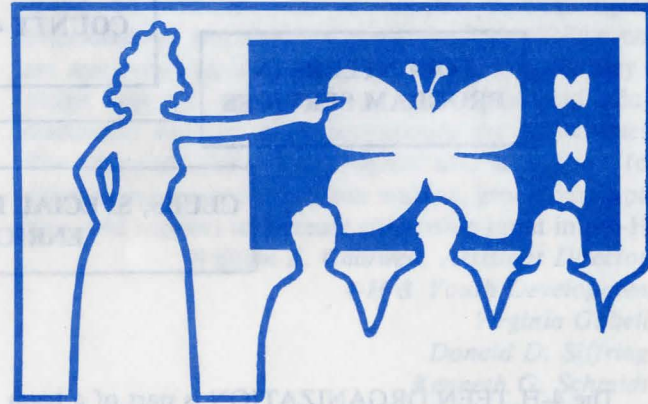
4-H YOUTH DEVELOPMENT

The 4-H program views teens as growing, changing, evolving persons. It provides a supportive structure and environment where teens can develop their talents, interests and capabilities through involvement in programs and activities that benefit themselves and others. In 4-H teens can develop lifelong skills through participation in educational programs and opportunities to practice these skills.

These skills build on four major components that set them apart from other youth organizations.

TEENS REPRESENT YOUTH - Participation in planning 4-H events, activities, and events is an opportunity to represent younger 4-H members. As a teen member you also represent other teens in the community and those younger members in special-interest programs, school enrichment, and other delivery modes. One of the major needs of youth, if they are to become responsible adults, is for the opportunity to develop for themselves, through interaction, to practice skills, abilities, and interests.

TEENS TEACHING - Serving the club or group in a teaching situation is an opportunity to practice skills. Helping younger youth with a 4-H demonstration, explaining or helping them to understand how to groom a dog, sew an apron, collect a leaf collection, all offer personal rewards. The teen organization should also consider conducting officer training for new 4-H club officers, school enrichment groups that may have officers, and special interest groups such as tractor safety groups.



TEENS LEARNING - Practicing leadership skills, becoming an effective committee member, discovering how to contribute or participate in the community are all adult behaviors to challenge youth. You may wish to plan and conduct meetings for peers on substance abuse, building effective consensus-building skills, youth employment opportunities, how to establish a teen business or employment agency. Learning effective meeting skills, parliamentary procedure, how to conduct a business meeting, participating in door-to-door sales are not only effective citizenship skills but add to job skill capabilities. Helping a younger group solve problems without "telling" them what to do is another skill your teen organization may wish to consider. You may also plan what skills or attitudes they wish to learn as part of your club program.

TEENS AS VOLUNTEERS - Teens are a vital source of volunteer talent, skills, and capabilities. More importantly, volunteering in the community is an excellent way to learn about community programs and activities. Secondly, volunteering in the community is an excellent way to establish respect for the teen organization. Leadership in many communities is not at the level it should be because adults did not learn the essential skills during their teen years. Volunteering is a good way to extend the resources of the community. More importantly, if you invest your time and talents in the community, people will tend to listen to your contribution.

WHAT YOU CAN DO

Does 4-H serve youth or do youth serve 4-H? The answer, of course, is both. Youth are enriched by being involved in 4-H and the 4-H program is enriched by the involvement of teens. It's a perfect win/win situation. But let's be more specific about how the teen organization contributes to 4-H.

There are many leadership opportunities for teens. Being a part of the Teen Organization provides you with an opportunity to be a force in your community. Teens participating in leadership activities are volunteering in the 4-H program.

- You can meet a need in your community, something you see that needs doing and do it.
- You can be involved in making changes.
- You have knowledge and skills that you can share with others.
- You can gain experience and explore possible careers.
- You can volunteer with your friends.
- You can have FUN.

BUT WHAT CAN YOU DO?

There are many leadership opportunities for teens through the 4-H program. Before you decide about the leadership activities, talk with your adult advisor and with other members of the group about the jobs that need to be done in 4-H groups and the community. Make a list of the jobs.

Look at the following definitions of some leadership roles and examples of things teens have done. Your group may want to add to the list.

Serve

There are service tasks that must be done on a day-to-day, week-to-week, month-to-month basis. Some are routine, others may be major service activities for the

community as a whole, such as:

- Cleaning and painting at the fairgrounds
- Planning and conducting a community service activity
- Courtesy visits to donors of 4-H
- Helping to plan fund-raising campaigns
- Becoming active participants in fund-raising activities

Plan Program

As representatives of 4-H program participants, teens can provide valuable input to planning at all levels:

- Offer ideas for the local 4-H club program for the year
- Plan specific programs such as camping trips, tours and educational meetings
- Serve on county, district or state long-range planning groups

Maintain Program

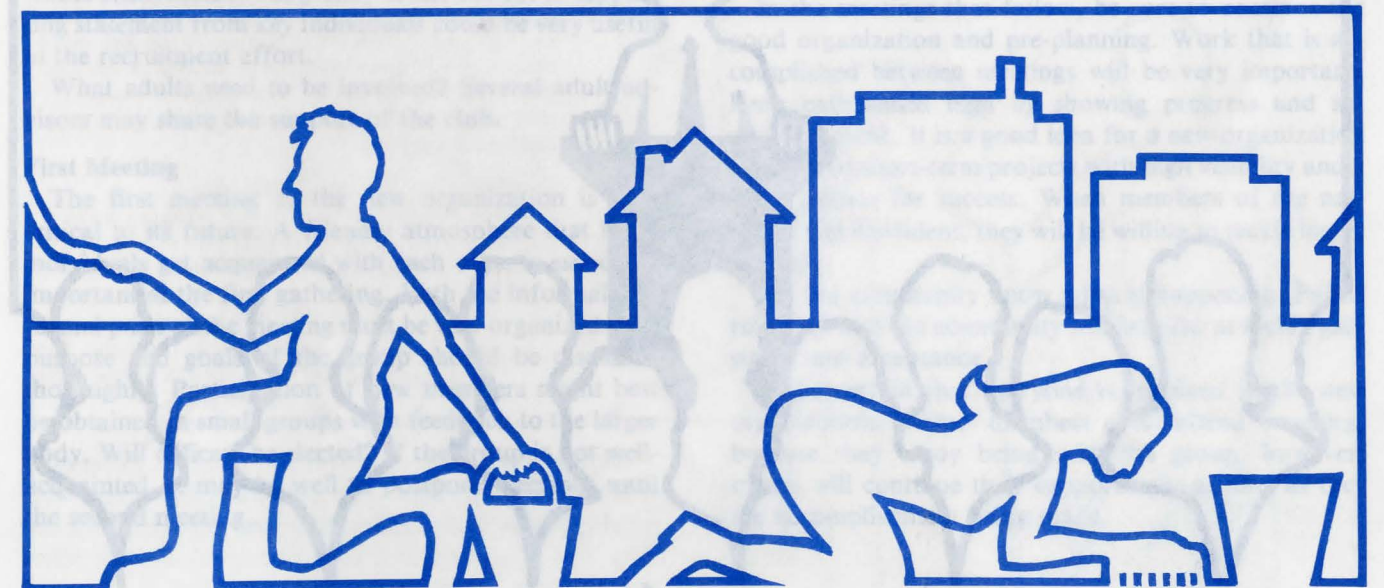
Existing programs require continual maintenance to ensure continuity. Teens with experience and enthusiasm are valuable in helping make the program "go," by:

- Helping the new officers learn to do their job
- Serving as a counselor at camp
- Serving as a project leader
- Helping with events at the County Fair

Evaluate

Evaluation is a continuous process. The insights of teens are essential in evaluating the effectiveness of programs for youth. Teens can:

- Develop and distribute questionnaires as a part of a 4-H event or program
- Help interpret what people are saying about 4-H
- Become familiar with objectives and evaluate progress being made toward goals



Teach

Good teachers have empathy with their students. Teens can relate easily with younger members. Experience in 4-H presentations will help teens develop teaching skills and help them:

- Teach 4-H project skills
- Conduct special interest workshops
- Conduct learning sessions at camps or conferences
- Tutor younger members in the local 4-H club
- Prepare 4-H visuals or displays on topics of interest

Coordinate

Four-H programs frequently involve adults and youth, working together over a period of time. Teens can serve as coordinators in planning and conducting 4-H programs. They can:

- Prepare schedules for events
- Obtain supplies and equipment
- Put up exhibits
- Coordinate events

Supervise

The involvement of many volunteers will likely mean more emphasis on orientation and support of all of those involved. Teens can serve a very valuable role in over-seeing the work of others such as:

- Junior Superintendents at the County Fair
- Senior Counselors at 4-H Camp
- Working with other counselors
- Chairing a 4-H activity

Recruit

The 4-H program always needs effective sales persons. Teens can identify how to interview and enlist youth and adults for program participation by:

Starting a new club by recruiting younger members and adult volunteers

- Identifying adult advisors for the teen club
- Representing 4-H on radio and television programs
- Recruiting members for the teen organization

Consult and Advise

Teens with experience can serve as consultants and give advice to volunteers and other 4-H groups by:

- Serving on planning committees
- Conducting surveys regarding youth needs
- Representing youth with adult planning groups

Advocate

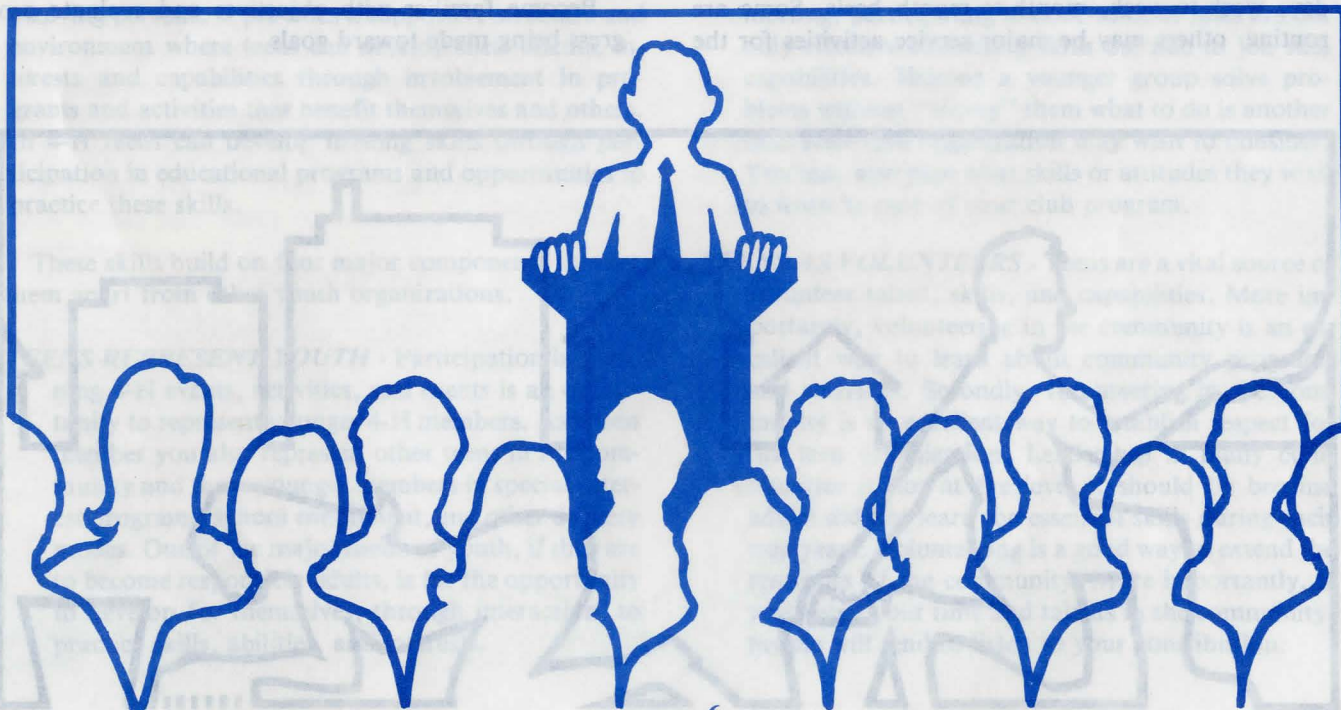
Teens understand their needs and those of other youth. As advocates of the 4-H program, they can be effective spokespersons in expressing the viewpoints of youth in the community. They can:

- Address the Extension Board and 4-H Council regarding youth viewpoints
- Present programs to community organizations
- Write articles for the news media

Make Policy

Serving on policy-making boards or committees is an appropriate role for teen leaders. Teens in responsible positions must know the objectives and purpose of the board or committee and keep themselves well informed of the issues to be discussed. They can:

- Serve on the County 4-H Council
- Represent 4-H on community planning groups
- Serve on the community youth council or teen center board



HOW TO GET STARTED

The idea has been planted. A teen leadership club is being considered. At least a few individuals feel there is potential for this organization and are committed to helping get it started. Where do we go from here? The following steps will provide some ideas of the action that must take place. (Not necessarily in the order listed.)

Clarify the Purpose of the Proposed Club

A meeting of interested teens and adults to discuss the proposed club, purpose and goals, structure and organization, and potential members will be very useful in gaining some agreement on what the new club may be like. Keep in mind the group is discussing a proposal which may change when the group formally organizes.

A colorful flyer or brochure explaining the proposed organization will help in contacting potential members and supporters. The information must be attractive to teens and still specific enough that parents, leaders and significant individuals will understand what is planned and see the possible benefits.

Recruit Membership

Who is most likely to be interested in the new organization? And how will they benefit from belonging? are two very critical questions that must be answered before recruiting can begin. Write it down. Describe it well in printed materials prepared for recruiting.

The more clearly potential members can be identified, the more effective a recruitment program will be. What grade or age will be the target group? However, do not restrict the target group by assuming some individuals may not be interested. Extend the invitation to **everyone** that is eligible and let each individual make their own decision to join.

Are there influential teens or adults in the community whose endorsement will greatly affect others? A supporting statement from key individuals could be very useful in the recruitment effort.

What adults need to be involved? Several adult advisors may share the support of the club.

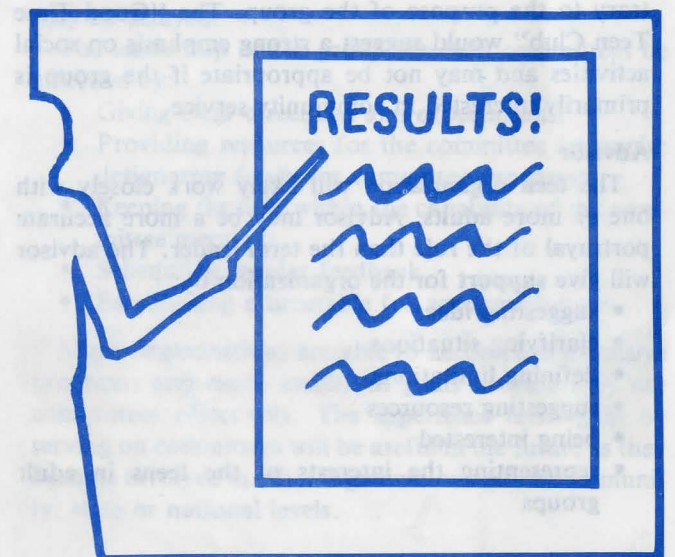
First Meeting

The first meeting of the new organization is very critical to its future. A friendly atmosphere that helps individuals get acquainted with each other is especially important at the first gathering. Both the informal and formal parts of the meeting must be well-organized. The purpose and goals of the group should be discussed thoroughly. Participation of new members might best be obtained in small groups with feedback to the larger body. Will officers be elected? If the group is not well-acquainted, it may be well to postpone elections until the second meeting.

Adjourn on time but with a clear understanding of what happens next. Will there be committees to follow-up on some of the plans? Has the date of the next meeting been set?

Finalize the Plans

As a result of the first meeting, did the group adopt the proposed purpose? Was there acceptance of the proposed structure and organization? Is the group ready for the next step? It is very important in new organizations that the follow-up be done promptly and effectively. By the time of the second meeting, definite progress should be seen. Repeat discussion on topics or concerns raised during the first meeting will dampen enthusiasm if they continue to be discussed but not resolved.



Moving Forward

In the meetings that follow, be sure to continue the good organization and pre-planning. Work that is accomplished between meetings will be very important. Keep enthusiasm high by showing progress and accomplishment. It is a good idea for a new organization to look for short-term projects with high visibility and a good chance for success. When members of the new group feel confident, they will be willing to tackle larger projects.

Let the community know what is happening. Public relations with the community will help the new club gain status and acceptance.

Make certain that everyone is involved in the new organization. Some members will attend meetings because they enjoy being with the group; however, others will continue their support only as long as they see accomplishment being made.

STRUCTURE OF TEEN ORGANIZATIONS

Most organizations find it useful to have some kind of "structure" that will enable them to:

- Function well as a group
- Communicate with each other
- Better accomplish their goals

The structure of the organization should be flexible and fit the nature of the organization. Here are some ideas.

Name

The title by which the group is known may have much to do with whether teens want to join. Select a name or title that will portray a positive image with both the teens and adults in the community. Don't use the name of the previous group that is remembered as being unsuccessful. Avoid a name that leaves a impression contrary to the purpose of the group. The "Good Time Teen Club" would suggest a strong emphasis on social activities and may not be appropriate if the group is primarily interested in community service.

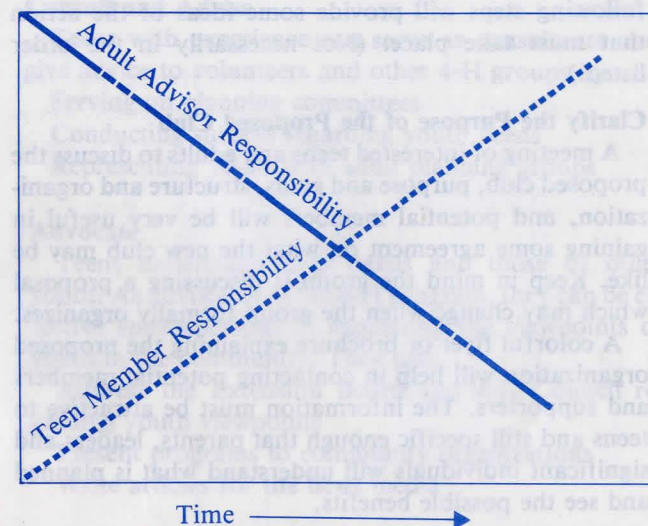
Advisor

The teen organization will likely work closely with one or more adults. Advisor may be a more accurate portrayal of the role than the term leader. The advisor will give **support** for the organization by:

- suggesting ideas
- clarifying situations
- defining limitations
- suggesting resources
- being interested
- representing the interests of the teens in adult groups



The role of the adult advisor will likely change over time. As indicated by the illustration, one would expect the active direction of adult advisors to become less as the group gains experience and "matures." The adult role will likely become that of coaching and delegating.



One would expect a teen organization to go through growth stages similar to those listed below.

	Teen Group Situation	Advisor's Rule
Stage 1	Teen group beginnings. Program ideas not well defined. Need to increase membership. Membership may not totally agree on goals.	Directing Suggest possible program ideas. Help the group decide on their priorities. Reinforce decision of the group.
Stage 2	Enthusiasm is high. Ideas become goals. Group may be unsure how best to proceed.	Coaching Suggest procedures or activities in support of goals. Help the group decide how to proceed.
Stage 3	Group expectations are high. Group goals are exciting. Group knows what they want. May not be confident in being able to reach all of the goals.	Supporting Encourage and support the group leadership. Fill gaps if necessary to ensure success of group effort.
Stage 4	Group functions well on their own. Meetings are planned and held. Progress being made toward goals.	Delegating Be supportive but avoid doing what teens can do for themselves. Be aware of potential problems. Help leadership anticipate what needs to be done next. Teens assume major responsibility for the group.

Having reached Stage 4 does not mean that everyone can sit back and relax. The group will likely revert to previous steps from time to time and require re-evaluation, new planning and new strategies. This is what makes leadership exciting and challenging.

Officers and Committees

The traditional officers can help the group help itself. The IF statements can help the group decide if officers and committees will be helpful.

IF the teen group needs direction and structure in conducting a meeting select a president or chair.

IF the chair needs an assistant - select a vice-president or a vice-chair.

IF the group needs a record of decisions made and/or communications with others - select a secretary.

IF the group has money to collect and spend - select a treasurer.

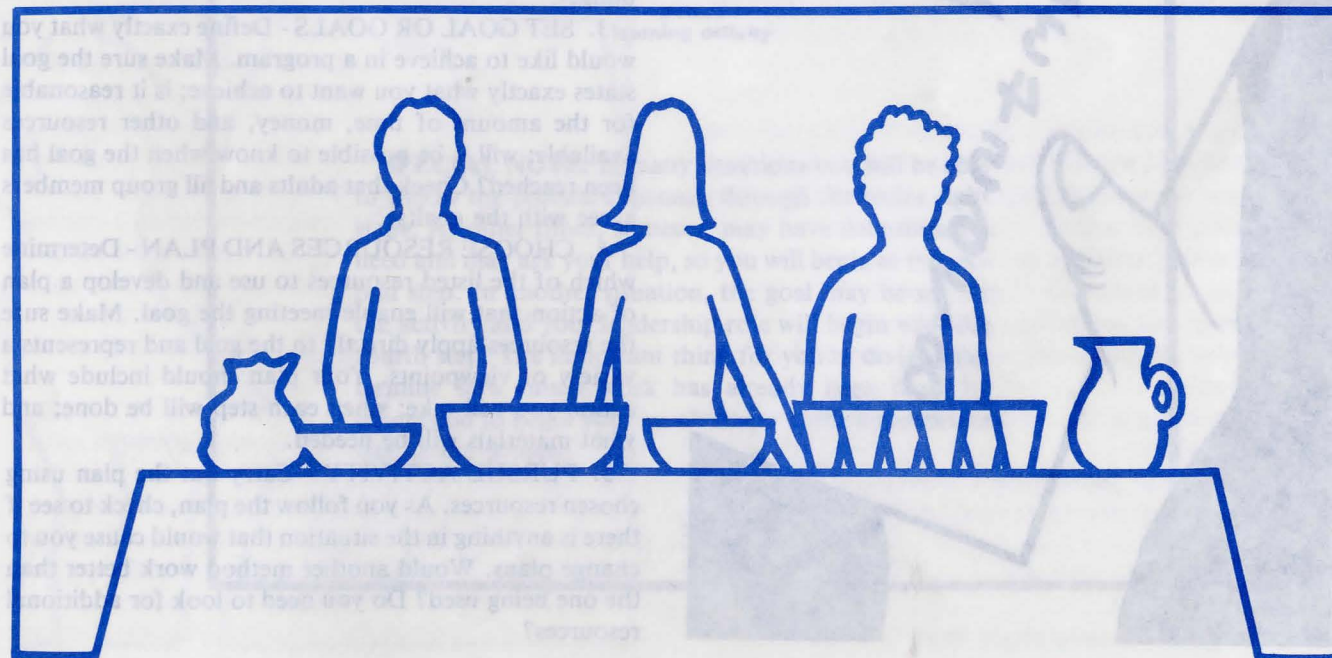
IF the group needs more members - have a membership committee - have everyone bring a guest - have a team publicize and contact potential members.

IF refreshments are desired - have a refreshment committee.

IF recreational activities would help the group get acquainted and enjoy their meeting time - have a game chair or a committee.

IF the community (both adults and teens) should know more about what the group is doing - have a publicity or PR chair or committee.

Serving as an officer in a teen organization and working through a committee structure can be a useful experience for the teen members of the organization.



Effective Committees

Delegating specific tasks or responsibilities to a committee has several benefits.

- The committee can take the time to become well-informed.
- Talent in the group can be directed toward a problem or concern.
- Committee members can be more involved in a solution to a problem or concern.
- Decisions are more easily made in a small group.
- Other group members may focus on other concerns.

There is risk, however, in delegating responsibility to a committee. The group may be less concerned with the problem if they feel a committee is working on it. If the committee does not function, action on the problem may be delayed.

The leadership of the group can help committees be effective by:

- Giving clear directions and expectations.
- Providing resources for the committee (example: designating funds for committee expenses).
- Keeping the task within the capability of the committee members.
- Scheduling regular feedback.
- Establishing a timetable for accomplishment.

Many organizations are able to accomplish extensive programs and reach ambitious goals because they use committees effectively. The experience teens gain by serving on committees will be useful in the future as they become involved in other organizations at the community, state or national levels.

BLUEPRINT FOR ACTION

Teen groups are like a miniature community. Each person in the group is a unique individual with ideas and a knowledge base different from anyone else. Almost from the first meeting, different leadership levels begin to emerge. Many ideas (often varied) of what should happen with the group begin to clutter the discussion. Teens who are leadership-oriented will want to learn how to let a process approach to decision-making occur within the group. This method will help take ideas forward to an action stage where success can result.

One or more community projects that involve all members of the teen group will give purpose to teen organizations. A community improvement effort provides a laboratory for teens to gain group leadership skills. The process approach can be applied to these community efforts.

Planning Teen Programs with the Process Approach

The process approach to teaching-learning will help you in planning leadership activities. The method allows flexibility to develop a program that meets specific needs as well as the needs of the group. The method has eight basic steps. Each step requires asking yourself a number of questions and takes action based on answers, using necessary resources. As you work through the steps, discuss the questions with your adult advisor.



1. **DETERMINE NEEDS** - Look at your community, the group, and at each individual member and decide what demands, concerns, or interests could be fulfilled. Try various approaches to idea-sharing that model sensitivity to the thoughts expressed by your group members. Consider the needs of the group as well as each individual's particular interests and concerns. You completed a large part of this step when you made the list of jobs that need to be done.

2. **EXPLORE RESOURCES** - List all the help available from people, organizations, printed material, and personal experience. Make sure the resources are up-to-date and accurate, available, and within your budget.

3. **SET GOAL OR GOALS** - Define exactly what you would like to achieve in a program. Make sure the goal states exactly what you want to achieve; is it reasonable for the amount of time, money, and other resources available; will it be possible to know when the goal has been reached? Check that adults and all group members agree with the goal(s).

4. **CHOOSE RESOURCES AND PLAN** - Determine which of the listed resources to use and develop a plan of action that will enable meeting the goal. Make sure the resources apply directly to the goal and represents a variety of viewpoints. Your plan should include what action you will take; when each step will be done; and what materials will be needed.

5. **PURSUE ACTIVITY** - Carry out the plan using chosen resources. As you follow the plan, check to see if there is anything in the situation that would cause you to change plans. Would another method work better than the one being used? Do you need to look for additional resources?

6. **SHARE EXPERIENCES** - This is an opportunity to gain from the experience of others by telling them what has been done and what is planned. To be most effective, share your activities throughout the entire process so that the group will have continuous feedback. You may learn some things from others that will cause changes in plans. Check out what is the best way to tell others what has been done. Who will be interested? Why will they be interested?

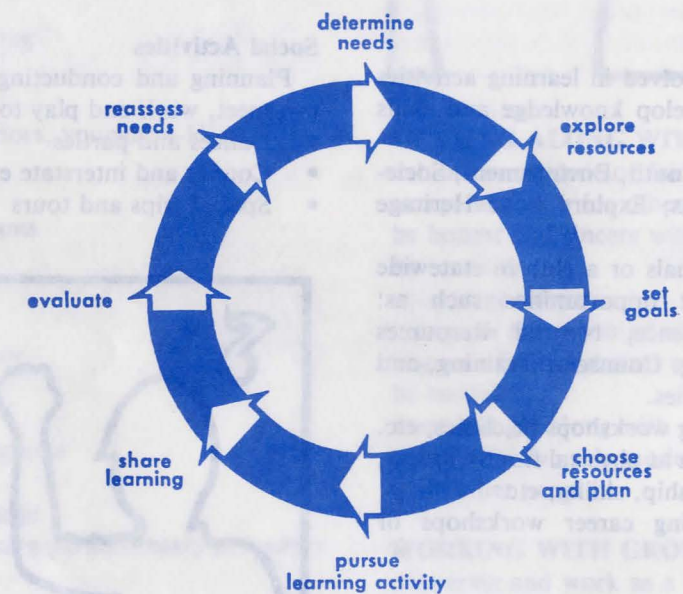
7. **EVALUATE** - Measure the progress made toward meeting the goal. This is the time to decide if the plan was worth doing. What was learned? Did the plan

work? Do you feel good about what was done? Is there anything you would do differently if you followed the plan again? Was the need assessed correctly?

8. **REASSESS NEEDS** - Look again at the community, the group and the individual members, and at the situation after you carried out the plan. Decide whether you want to continue working in the same area of interest or if you would like to explore an entirely new area.

At this point, you begin the process again. The eight steps in the **PROCESS APPROACH** are diagrammed here.

The process approach



SPECIAL NOTE: In many situations you will be able to follow the process approach through the entire eight steps. At other times, someone may have determined a need and may ask your help, so you will begin at the second step. In another situation, the goal may be set for the activity and your leadership role will begin with the fourth step. The important thing for you to do is to determine how much work has already been done by others and to begin your involvement at the appropriate step in the process.

PROGRAM FOCUS FOR TEEN ORGANIZATIONS

The TEEN ORGANIZATION provides an opportunity for teens to contribute to 4-H and their community. In addition to providing volunteer leadership to 4-H, the TEEN ORGANIZATION must provide an opportunity for teens to learn and have fun together. The TEEN ORGANIZATION program should provide an opportunity for individuals to develop their leadership skills. Teens can be an important force in providing leadership. Effective leadership is vital today to nations, communities and groups within a community. Teens can develop the leadership skills that enable them to make things happen.

The TEEN ORGANIZATION should have as its program focus the following areas which help members develop skills and knowledge, as well as have fun.

Personal Development

Sponsoring and being involved in learning activities that help each member develop knowledge and skills such as:

- A club project such as Youth, Environment, Society, or Alcohol Decisions; Explore Your Heritage and others.
- Participating as individuals or a club in statewide leadership development opportunities such as: Nebraska 4-H Conference, Natural Resources Leadership Camp, Camp Counselor Training, and other special teen activities.
- Planning and sponsoring workshops or clinics, etc. on topics of interest such as physical fitness, safety, communications, leadership, skiing, etc.
- Planning and sponsoring career workshops or tours, etc.

Citizenship

Carrying out community service projects or working as volunteers in the community as well as studying how government works. This might include such things as:

- Assisting with county 4-H activities
- Conducting activities for younger members
- Serving as Junior and Teen Leaders
- Planning and conducting a fund raiser
- Planning programs to study local, state and federal government
- Volunteering at the Senior Citizen Center or Day Care program
- Planning and sponsoring a community education program such as safe driving, bicycle safety, health fair, etc.
- Participating in a parade or mall exhibit
- Publicizing 4-H
- Building and maintaining a small park or garden

*"THINGS DON'T JUST HAPPEN;
THEY ARE MADE TO HAPPEN"*

John F. Kennedy

Individuals in the group should be working on their own leadership development plan. Using the list of Leadership Life Skills as a guide, teens can develop a plan for developing their own leadership life skills.

Social Activities

Planning and conducting fun activities where teens can meet, work and play together such as:

- Dances and parties
- County and interstate exchanges
- Special trips and tours



Personal Development for Teens

LEADERSHIP LIFE SKILLS

Life Skills help 4-H'ers develop their potential as individuals and group members. They are abilities that are useful for living everyday life. They include thinking, doing, and feeling skills. When young people participate in the wide range of 4-H activities, they develop these life skills. Four-H helps young people develop leadership skills that include a variety of life skills that can be used in different situations. These LEADERSHIP LIFE SKILLS are:

COMMUNICATION

give directions
express feelings
define terms
lead discussions
speak before a group
listen effectively
teach
communicate through writing
communicate nonverbally
communicate verbally
one-on-one to peers, superiors, younger 4-H'ers

MANAGEMENT

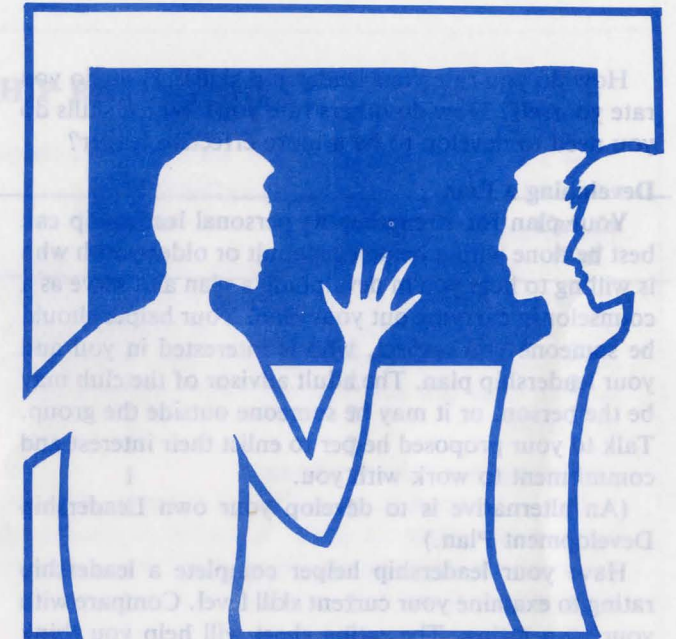
evaluate people and programs
plan programs
delegate responsibility
guide others
exhibit a responsible attitude
manage time
organize
coordinate people and programs
take initiative
be open to progressive change
conduct a group meeting using parliamentary procedure

UNDERSTANDING YOURSELF

develop a positive self-concept
exhibit enthusiasm
develop pride and confidence in self
develop an attitude of responsibility and dependability
develop a friendly personality
practice good citizenship
admit and deal with mistakes
be flexible
understand and clarify values

DECISION MAKING

assess needs and interests
set and implement goals
identify and use resources
set priorities
use brainstorming
select alternatives
evaluate decision, refine if necessary



GETTING ALONG WITH OTHERS

exhibit an attitude of fairness
accept and care for others
be honest and sincere with others
be sensitive
encourage others
recognize the worth of others
respect others and their property
be tactful
meet and get along with others
be an effective role model
trust other people

WORKING WITH GROUPS

cooperate and work as a team
involve people
follow as well as lead
encourage input from all group members
create an air of ease and acceptance in groups
encourage ideas - don't criticize
group decision making
goal setting
consensus building
team building
group pride

LEARNING

ask questions
accumulate knowledge
synthesize information
be open-minded
see things objectively
learn from others
learn by experience or by doing

MY PERSONAL PLAN FOR LEADERSHIP GROWTH

How do you rate your leadership skills? How do you rate yourself? How do others rate you? Which skills do you need to develop to be a more effective leader?

Developing a Plan

Your plan for strengthening personal leadership can best be done with a helper, an adult or older youth who is willing to help you in developing a plan and serve as a counselor in carrying out your plan. Your helper should be someone you respect, who is interested in you and your leadership plan. The adult advisor of the club may be the person, or it may be someone outside the group. Talk to your proposed helper to enlist their interest and commitment to work with you.

(An alternative is to develop your own Leadership Development Plan.)

Have your leadership helper complete a leadership rating to examine your current skill level. Compare with your own rating. The rating sheet will help you think

about your strengths and areas where you could improve. From your rating, select 3 to 5 skills you want to strengthen this year. After agreeing upon the areas to be strengthened, prepare a list of specific learning experiences that will help you reach your goals. For example:

Your goal is to strengthen your teaching skills:

1. Prepare a 4-H presentation this year. Give the presentation several times during the year. Enter the 4-H Presentations Contest at the county fair.

2. Serve as a project leader in _____. Try several teaching methods. Evaluate what the members have learned.

Your leadership helper can help you plan and evaluate your efforts. Be open and receptive to trying new ideas. The result will be a wide range of experiences upon which you can rely in the future.

At the end of the year, complete the rating sheet again. Have you made improvement? Why or why not?

MY PERSONAL PLAN FOR LEADERSHIP GROWTH

LEADERSHIP SKILL you want to learn (use the rating sheet)	LEARNING EXPERIENCES you will do to learn these skills. (Can be reading, workshops, serving in a leadership role, etc.)	TIME FRAME for when you will work on the skill and complete it.
<i>Example:</i> Record keeping	Attend 4-H record keeping workshop. Practice record keeping.	Workshop in Nov. Keep records for 3 months.

This is a sample form for a personal plan, you can develop your own if your needs are different. After you have completed the learning experience, rate yourself again, then make a new plan.

RESOURCES

Ask your local Extension office for a current copy of the 4-H Project Selection Guide and Audio Visual Aid Catalog. This catalog is an excellent source of project materials, slide and videotape programs supporting leadership.



LEADERSHIP RATING SHEET

Make Your Future Shine

Communication Skills

- I give information to others
- I speak with ease and ability
- I listen to others
- I write clearly
- I am effective in large groups
- I am effective in small groups

Decision-Making

- I know how to analyze a situation or problem
- I am creative in thinking about possible solutions
- I can make a sound decision
- I can support my decisions with others

Getting Along with Others

- I relate well with my peers
- I relate to those younger
- I can accept and work with those who are different

Teaching

- I have many teaching techniques
- I use different teaching techniques
- I can make learning fun
- I can evaluate my own effectiveness

Management

- I know how to use my own resources effectively
- I use my time effectively
- I can plan and work with others reaching goals

Understand Self

- I understand myself, my talents and resources
- I have confidence in my own abilities
- I know where I can strengthen my leadership skills
- I can control my anger and frustration

Other topics

Additional leadership skills I am interested in strengthening:

Need to Learn Need to Improve Can do Well

Communication Skills			
I give information to others	1	2	3
I speak with ease and ability	1	2	3
I listen to others	1	2	3
I write clearly	1	2	3
I am effective in large groups	1	2	3
I am effective in small groups	1	2	3
Decision-Making			
I know how to analyze a situation or problem	1	2	3
I am creative in thinking about possible solutions	1	2	3
I can make a sound decision	1	2	3
I can support my decisions with others	1	2	3
Getting Along with Others			
I relate well with my peers	1	2	3
I relate to those younger	1	2	3
I can accept and work with those who are different	1	2	3
Teaching			
I have many teaching techniques	1	2	3
I use different teaching techniques	1	2	3
I can make learning fun	1	2	3
I can evaluate my own effectiveness	1	2	3
Management			
I know how to use my own resources effectively	1	2	3
I use my time effectively	1	2	3
I can plan and work with others reaching goals	1	2	3
Understand Self			
I understand myself, my talents and resources	1	2	3
I have confidence in my own abilities	1	2	3
I know where I can strengthen my leadership skills	1	2	3
I can control my anger and frustration	1	2	3
Other topics			
Additional leadership skills I am interested in strengthening:			

CONCEPTS OF LEADERSHIP

As you begin your leadership activities, you should understand some ideas about leadership.

Leadership is learned.

What you do to prepare for a leadership job is more important than any personality characteristics. Leadership skill and understanding can be learned just like other skills. It is not only what you have, but what you do with what you have that will determine your success as a leader.

Leadership is a helping process.

This is apparent in the definition of leadership, helping a group attain its goals. A leader emphasizes the achievements of the group, "we did it," rather than personal glory, "I did it."

Leadership is shared.

There are many leadership opportunities that can be divided among individuals so each person can select a role that best fits his or her needs and interests. No one is a leader at all times. Responsibilities are divided to find the right person for the right job.

Leadership is a relationship between people.

The way you interact with others and your sensitivity to their needs is an important part of leadership. All the leadership skills you have will not help if you are not aware of the group members as people with needs and you do not work to meet those needs.

Leadership must be at the right time and place.

To be effective, a leader must make sure the group is ready. Group members may need more time to reach general agreement on their problem. Once the need has been recognized, the leader works with the group to find an answer to its needs. You should not try to tell them what you think they should do.

Leadership is earned.

People depend on leaders. They need to know that you will carry out your responsibilities.



The Cooperative Extension Service provides information and educational programs to all people without regard to race, color or national origin.